

Unit 4

Reading/Literature

A Flock of Teams

- 1 **Cardinalfan:** Hey. Are you online?
- 2 **Ravenfan:** Hey, Leroy. What are you doing?
- 3 **Cardinalfan:** Research for a school paper. What about you?
- 4 **Ravenfan:** Same here. Are you looking up how the Ravens are going to cream the Cardinals in the game tomorrow?
- 5 **Cardinalfan:** Hah? You wish. The Cardinals are totally going to win. We've won our last three games.
- 6 **Ravenfan:** Yeah, but you lost the four games before that. We have the best record in the league.
- 7 **Cardinalfan:** You only have the best record because the Bears had to miss the game.
- 8 **Ravenfan:** We still have the best record. Come on, even our uniforms are better than the Cardinals' uniforms!
- 9 **Cardinalfan:** Now I know you're desperate. You really don't have anything to back up your claims. You barely won your last game.
- 10 **Ravenfan:** We won by four points. Winning is winning. You're just jealous. You only won your last game because the referee was biased in your favor.
- 11 **Cardinalfan:** That's not true. The referee made plenty of calls that went against us.
- 12 **Ravenfan:** He only made three calls against you.
- 13 **Cardinalfan:** Well, I think that's ample. The Ravens always have the referees on their side.
- 14 **Ravenfan:** Now you're making me laugh! The referees call plenty of fouls on our players. They're harder on our players because we have the best record.
- 15 **Cardinalfan:** There you go with the best record claim again! I guess we're going to have to agree to disagree here. I have to get to work on my paper.
- 16 **Ravenfan:** I hear you, buddy. I have to get working, too. See you at the game tomorrow.

- 5 The word cream in line 4 suggests that the Ravens are going to
- A fight the Cardinals.
 - B lose to the Cardinals.
 - C defeat the Cardinals.
 - D hang out with the Cardinals.

- 6 The conversation between the two fans creates a tone that is
- A polite.
 - B serious.
 - C calm.
 - D competitive.

- 7 Read this excerpt from the passage.

Cardinalfan: Well I think that's ample. The Ravens always have the referees on their side.

Which word could *best* replace the underlined word to make the meaning more precise?

- A over
- B plenty
- C lavish
- D slight

- 8 Throughout the conversation, the focus is on
- A the competing teams.
 - B the Ravens.
 - C the research papers.
 - D Leroy.

The following is a short story written by a student. It may contain errors.

Changing Fashions

- 1 Caroline had collected a pile of reference books from the library. She was going to make a couple of posters to announce a play. Caroline knew the director, and he had given her this chance to use her drawing skills. The reference books were to make sure she got everything just right.
- 2 It hadn't seemed like a complicated task, at least not until she read the note he had given her. "FYI: This play takes place in England in the 1600s. It was when weskits were beginning to be worn by men. So it's important that your posters show this correctly." All she had to do now was figure out how to draw what he had asked for.
- 3 The problem was that Caroline had no idea what a *weskit* was; however, she opened a dictionary and looked it up. Reading the definition wasn't too helpful. It said the word *weskit* was a short form of *waistcoat*. It was also another name for *vest*, which came from *veste*, a French word meaning "short jacket."
- 4 Of course she knew what a vest was. It was a piece of clothing that had no sleeves and no collar. Both men and women wore vests. The word *waistcoat* was pronounced "weskit" in old times.
- 5 *But wait a minute*, Caroline thought. She went back quickly to the definition of *waistcoat*. She learned that, in the 1600s, a *waistcoat* was something that only men wore.
- 6 Caroline's head was spinning like a top from all the information. But at least now, she knew what the director meant. All she had to do now was find a picture of a *weskit*, the kind a man would have worn in England in the 1600s.
- 7 *I guess it's back to the library, Caroline*, she told herself. *It's just what I need—a few more books.*

- 9 Read these sentences from paragraph 2 of the story.

This play takes place in England in the 1600s. It was when weskits were beginning to be worn by men.

What is the correct way to rewrite the second sentence using the active voice?

- A It was when weskits were beginning to be used.
- B It was when men began to wear weskits.
- C It was when men were beginning to be dressed in weskits.
- D Leave as is.

- 10 Which of the following sentences does *not* fit the topic of the paragraph in which it appears?

- A The word *waistcoat* was pronounced “weskit” in old times. (paragraph 4)
- B It said the word *weskit* was a short form of *waistcoat*. (paragraph 3)
- C It was also another name for *vest*, which came from *veste*, a French word meaning “short jacket.” (paragraph 3)
- D She learned that, in the 1600s, a *waistcoat* was something that only men wore. (paragraph 5)

- 11 What does Caroline reveal about herself in paragraph 7 when she thinks, “*It’s just what I need—a few more books.*”

- A She is a poor reader.
- B She is worried about her poster.
- C She is becoming weary of research.
- D She is excited to return to the library.

- 12 If the story were continued, the next part would be about

- A something Caroline discovers at the library.
- B the opening night of the play.
- C the cast of the play.
- D the kind of men who wore weskits.

The following questions are not based on a passage. Read and answer each item.

13 Read the sentence.

Darrell bought burgers from the restaurant and gives some to his nephew.

Which of the following is the *best* way to rewrite the sentence?

- A He bought burgers from the restaurant, and some given to Darrell's nephew.
- B Darrell bought burgers from the restaurant and gave some to his nephew.
- C Darrell bought burgers from the restaurant and his nephew was given some.
- D When Darrell bought the burgers from the restaurant, and some gave his nephew.

14 Read the sentence.

The biology teacher is a major hit with his students: his classes are so engaging!

How should the underlined part of the sentence be written?

- A students, his classes
- B students! His classes
- C students; his classes
- D students—his classes

15

Read the sentence.

Harry and I push and clawed our way to the front of the crowd.

What is the correct way to write the underlined words?

- A push and claws
- B pushed and claw
- C pushes and claws
- D pushed and clawed

Read the following selections and consider how they are similar and different.

Selection A

The Tide Rises, the Tide Falls

By Henry Wadsworth Longfellow

5 The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveler hastens toward the town,
And the tide rises, the tide falls.

10 Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.

15 The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveler to the shore,
And the tide rises, the tide falls.

Selection B

A Day*By Emily Dickinson*

I'll tell you how the sun rose,
A ribbon at a time.
The steeples swam in amethyst,
The news like squirrels ran.

5 The hills untied their bonnets,
The bobolinks begun.
Then I said softly to myself,
"That must have been the sun!"

10 But how he set, I know not.
There seemed a purple stile
Which little yellow boys and girls
Were climbing all the while

15 Till when they reached the other side,
A dominie in gray
Put gently up the evening bars,
And led the flock away.

NOTE: a *dominie* is a clergyman.

- 16** In line 8 of the “The Tide Rises, the Tide Falls,” the poet personifies the waves in order to
- A** remind the reader that the waves are a character.
 - B** describe the sound of the waves.
 - C** illustrate that the waves are not big at all.
 - D** suggest the texture and appearance of the waves.
- 17** Which universal theme is addressed in both poems?
- A** Nature moves in cycles.
 - B** People fail to appreciate nature.
 - C** Society must not lose touch with nature.
 - D** There are parts of nature we will never understand.
- 18** One feature of the first poem that classifies it as literature from the Romantic period is its
- A** imagery that supports its theme.
 - B** natural images that suggest emotions.
 - C** romantic words that convey ideas of love.
 - D** repetition and rhyme that create a somber tone.
- 19** In line 6 of “A Day,” what does the phrase “The hills untied their bonnets” refer to?
- A** the sun rising higher and higher in the sky
 - B** the hats worn by people taking a morning stroll
 - C** the morning light spreading across the countryside
 - D** the children waking up at the break of day
- 20** Which literary device do both Longfellow and Dickinson use?
- A** imagery
 - B** dialogue
 - C** foreshadowing
 - D** repetition

Unit 5

Reading/Literature

The passages below are from rough drafts of students' reports and may contain errors.

Document A

Mighty Jupiter

- 1 The planet Jupiter is truly one of the marvels of our solar system. It is by far the largest of our eight planets. In fact, its mass is about two-and-a-half times the mass of all the other planets put together. Comparing Jupiter to our humble Earth is like comparing a basketball to a pea. Jupiter is 318 times more massive than Earth and has a diameter that is eleven times greater.
- 2 Scientists believe that Jupiter has no solid rock surface. Instead, it is a gaseous planet, composed mostly of hydrogen and helium. What we can see of Jupiter from Earth is merely the top of gaseous clouds in Jupiter's upper atmosphere. A distinctive feature of Jupiter's atmosphere is the "Great Red Spot," located in the planet's southern hemisphere. This region is a tremendous storm system big enough to contain three Earths. The storm rotates counterclockwise, completing one revolution every six days.
- 3 Jupiter is orbited by sixteen moons, ranging in size from 10 miles to more than 3,000 miles in diameter. The planet is also circled by faint rings composed of microscopic particles. These particles are made from the dust expelled when meteoroids smash into Jupiter's four small inner moons. The rings were discovered in 1979 by the spaceship *Voyager*, and their existence took scientists completely by surprise.

Document B**Asteroid**

- 1 In our solar system, eight planets revolve around the Sun, and seven of these planets have natural moons. In addition, the solar system is home to an extremely large number of asteroids.
- 2 Asteroids are rocks that are composed mostly of the same materials as rocks here on Earth—calcium, iron, and nickel, for example. These space rocks occupy the far reaches of our solar system, but the largest concentration of asteroids can be found between the orbits of Mars and Jupiter. This area has so many asteroids, in fact, that it has been named the Asteroid Belt. The belt is made up of thousands of asteroids, which vary in size from tiny pebbles to behemoths, but few are more than 120 miles in diameter.
- 3 Scientists believe that the asteroids formed in much the same way as did the planets. As solid material slowly condensed from the early gaseous universe, pieces of this material were drawn together by the force of gravity. With the help of many violent collisions, chunks of this material became larger and larger, eventually growing into the moons and planets of our solar system. Although asteroids in the belt began to form at the same time and in the same way as the planets, they were never able to combine into anything approaching planetary size. This was mostly due to the influence of their colossal neighbor, the planet Jupiter. Jupiter is so large and exerts such a strong gravitational pull on objects near it, that the asteroids in the belt have never been able to overcome Jupiter's attraction.

1 Read this sentence.

Jupiter is orbited by sixteen moons, ranging in size from 10 miles to over 3,000 miles in diameter.

What is the correct way to rewrite the sentence using the active voice?

- A Sixteen moons, ranging in size from 10 miles to over 3,000 miles in diameter, orbit Jupiter.
- B Ranging in size from 10 miles to over 3,000 miles in diameter, Jupiter is orbited by sixteen moons.
- C Jupiter, ranging in size from 10 miles to over 3,000 miles in diameter, is orbited by sixteen moons.
- D Leave as is.

2 Which of the following would be the *best* source of information regarding recent asteroid observations?

- A a student essay on meteors and asteroids
- B a feature article on asteroids in the morning paper
- C a book chapter titled "Astrology in the Stars"
- D an article on asteroids in the latest edition of a science journal

3 Read this sentence from Document B.

Asteroids are rocks that are composed mostly of the same materials as rocks here on Earth—calcium, iron, and nickel, for example.

The word Asteroids comes from the

- A Latin word for life.
- B Greek god Ares, god of war.
- C Roman god Jupiter, ruler of the Roman gods.
- D Greek word for star.

The following is a rough draft of a student's report and may contain errors.

The History of Domesticated Cats

- 1 Humans and cats have had a long history of living together. In fact, archaeological evidence shows that humans may have begun domesticating cats more than five thousand years ago, beginning in Egypt, where nomadic hunters and gatherers began to settle and farm. As the Egyptians developed permanent farming settlements with large silos of stored grain, rodents became a problem. Mice and rats immediately flocked to the storehouses, foraging for fresh grains to eat. The Egyptians noticed their supplies being depleted and were determined to do something about the problem.
- 2 The Egyptians began to lure wild cats to the storehouses by feeding them. When the rodent problems continued to increase, Egyptians began to put the cats inside their grain storehouses to defend their winter supplies against the intruding mice and rats. The cats did an excellent job of eliminating the uninvited guests, and they became much valued for their “mousing” skills.
- 3 Not only were the cats helpful in protecting the harvests of early Egyptian society, the cats also decreased the possibility that humans would come into contact with diseases commonly carried by rodents.
- 4 Because of their unmatched mousing skills, cats became highly regarded in Egypt. They were so respected, in fact, that a law was passed forbidding their exportation. Eventually, however, the domesticated cat made its way to Greece, probably aboard trading ships, where it was also a useful rodent controller.
- 5 From these beginnings, domesticated cats spread throughout Europe and Asia. The expansion of the Roman Empire and the missionary movements of Christian and Buddhist monks assisted in the spread of domesticated cats. The monks brought cats with them on their travels. They wanted to be sure that wherever they lodged, rodents wouldn't trespass in the sleeping quarters. By the sixth century, domesticated cats were widespread in Persia, and by the eleventh century, they had reached China. Finally, by the middle of the fifteenth century, domesticated cats populated every country in Europe. Felines had become a significant presence in many cultures.
- 6 Cats were used all over Europe to chase away offending animals. In Scotland, the cat was considered a mighty warrior against rats. In Asia, cats were valued as exotic pets and revered religiously as a protection against rodents. Even paintings and statues of cats were believed to be able to ward off mice.
- 7 Towards the end of the fifteenth century, domesticated cats began to make their way to other continents. Once again, the mode of transport was by ship. Cats spread to the Americas as Spain began using the seas to access unexplored lands

and, eventually, back to their home continent of Africa. Ironically, domesticated cats had not already spread from Egypt throughout the rest of the African continent. Domesticated cats arrived on the southern tip of Africa only with the help of Spanish traders and colonists.

4 Which of the following is the *best* statement of the student's thesis?

- A** Humans began domesticating cats over five thousand years ago in Egypt.
- B** Domesticated cats went around the world even before they finally reached the southern tip of their home continent.
- C** Cats are useful because they decrease the possibility of humans contracting diseases commonly carried by rodents.
- D** Cats have become significant to many cultures because they help protect against rodents and other animals.

5 The student wants to add the following sentence to his report.

In Ireland, cats were kept in churches to scare away lurking snakes.

Where should he add this sentence?

- A** at the end of paragraph 1
- B** in the middle of paragraph 3
- C** at the end of paragraph 4
- D** in the middle of paragraph 6

6 Read this sentence.

Cats spread to the Americas as Spain began using the seas to access unexplored lands and, eventually, back to their home continent of Africa.

What is the correct way to write this sentence?

- A** Eventually, back to their home continent of Africa, cats spread to the Americas as Spain began using the seas to access unexplored lands.
- B** Eventually, cats spread to the Americas as Spain began using the seas to access unexplored lands and back to their home continent of Africa.
- C** As Spain began using the seas to access unexplored lands, cats spread to the Americas and, eventually, back to their home continent of Africa.
- D** Leave as is.

7 Which question, if researched, could provide the *best* information on the relationship between cats and public health in today's world?

- A** Why do people suffer from allergies?
- B** Do cats help people live longer and more productive lives?
- C** How long have cats and humans been living together?
- D** What human diseases did cats protect against in ancient Egypt?

From The Last Class—A Story of a Little Alsatian

By Alphonse Daudet

1 “Go at once to your seat, my little Frantz; we were going to begin without you.”

2 I stepped over the bench and sat down at once at my desk. Not until then, when I had partly recovered from my fright, did I notice that our teacher had on his handsome blue coat, his plaited ruff, and the black silk embroidered breeches, which he wore only on days of inspection or on distribution of prizes. Moreover, there was something extraordinary, something solemn about the whole class. But what surprised me most was to see at the back of the room, on the benches which were usually empty, some people from the village sitting, as silent as we were: old Hauser with his three-cornered hat, the ex-mayor, the ex-postman, and others besides. They all seemed depressed; and Hauser had brought an old spelling-book with gnawed edges, which he held wide-open on his knee, with his great spectacles askew.

3 While I was wondering at all this, Monsieur Hamel had mounted his platform, and in the same gentle and serious voice with which he had welcomed me, he said to us:

4 “My children, this is the last time that I shall teach you. Orders have come from Berlin to teach nothing but German in the schools of Alsace and Lorraine. The new teacher arrives tomorrow. This is the last class in French, so I beg you to be very attentive.”

5 Those few words overwhelmed me. Ah! the villains! that was what they had posted at the mayor’s office.

6 My last class in French!

7 And I barely knew how to write! So I should never learn! I must stop short where I was! How angry I was with myself because of the time I had wasted, the lessons I had missed, running about after nests, or sliding on the Saar! My books, which only a moment before I thought so tiresome, so heavy to carry—my grammar, my sacred history—seemed to me now like old friends, from whom I should be terribly grieved to part. And it was the same about Monsieur Hamel. The thought that he was going away, that I should never see him again, made me forget the punishments, the blows with the ruler.

8 Poor man! It was in honour of that last lesson that he had put on his fine Sunday clothes; and I understood now why those old fellows from the village were sitting at the end of the room. It seemed to mean that they regretted not having come oftener to the school. It was also a way of thanking our teacher for his forty years of faithful service, and of paying their respects to the fatherland which was vanishing.

- 9 I was at that point in my reflections, when I heard my name called. It was my turn to recite. What would I not have given to be able to say from beginning to end that famous rule about participles, in a loud, distinct voice, without a slip! But I got mixed up at the first words, and I stood there swaying against my bench, with a full heart, afraid to raise my head. I heard Monsieur Hamel speaking to me:
- 10 “I will not scold you, my little Frantz; you must be punished enough; that is the way it goes; every day we say to ourselves: ‘Pshaw! I have time enough. I will learn to-morrow.’ And then you see what happens. Ah! it has been the great misfortune of our Alsace always to postpone its lessons until to-morrow. Now those people are entitled to say to us: ‘What! you claim to be French, and you can neither speak nor write your language!’ In all this, my poor Frantz, you are not the guiltiest one. We all have our fair share of reproaches to address to ourselves.
- 11 “Your parents have not been careful enough to see that you were educated. They preferred to send you to work in the fields or in the factories, in order to have a few more coins. And have I nothing to reproach myself for? Have I not often made you water my garden instead of studying? And when I wanted to go fishing for trout, have I ever hesitated to dismiss you?”
- 12 Then, passing from one thing to another, Monsieur Hamel began to talk to us about the French language, saying that it was the most beautiful language in the world, the most clear, the most substantial; that we must always retain it among ourselves, and never forget it, because when a people falls into servitude, “so long as it clings to its language, it is as if it held the key to its prison.” Then he took the grammar and read us our lesson. I was amazed to see how readily I understood. Everything that he said seemed so easy to me, so easy. I believed, too, that I had never listened so closely, and that he, for his part, had never been so patient with his explanations. One would have said that, before going away, the poor man desired to give us all his knowledge, to force it all into our heads at a single blow.

10 The central conflict in this excerpt can *best* be described as

- A internal—Frantz and his guilt for not being a better student.
- B internal—M. Hamel and his feelings against the Germans.
- C external—Frantz and his teacher, M. Hamel.
- D external—M. Hamel and the older students who joined the class.

- 11 Read this sentence from the passage.

Until then, when I had partly recovered from my fright, did I notice that our teacher had on his handsome blue coat, his plaited ruff, and the black silk embroidered breeches, which he wore only on days of inspection or of distribution of prizes.

The image of the teacher in “his handsome blue coat” alludes to the fact that there is something

- A different about that day in class.
- B special about the narrator.
- C scary about the story’s tone.
- D unbelievable about the story’s setting.

- 12 In paragraph 7, Frantz thinks of the time when he had gone playing, running about after nest, and sliding on the Saar. This scene can be considered a

- A flash forward, because it includes a scene that will happen later.
- B flashback, because it includes a scene from before the story began.
- C foreshadowing because it hints at a future event.
- D metaphor, because it compares Frantz’s memory to something else.

- 13 In paragraph 9 of the story, the narrator is feeling

- A angry.
- B proud.
- C depressed.
- D embarrassed.

- 14 Read the following excerpt from paragraph 10.

I will not scold you, my little Frantz; you must be punished enough; that is the way it goes; every day we say to ourselves: ‘Pshaw! I have time enough. I will learn to-morrow.’ And then you see what happens.

This excerpt shows that Monsieur Hamel is

- A ignorant.
- B resigned.
- C vague.
- D idealistic.

15 If this scene from “The Last Class” were being turned into a play, what part of the story could *not* be easily adapted?

- A the dialogue between M. Hamel and the narrator
- B the narrator’s monologues about his regrets
- C the narrator’s memories of missing previous lessons
- D the descriptions of the setting and characters

The following questions are not based on a passage. Read and answer each item.

16 Which of these synonyms for *loyal* means having unwavering persistence?

- A faithful
- B trustworthy
- C steadfast
- D dedicated

17 Read the sentence.

Literature and poetry flourished during the Elizabethan period.

In this sentence, period means

- A any unspecified division or portion of time.
- B a punctuation mark used to end a sentence.
- C parts of equal length into which a game is divided.
- D an interval of time that is meaningful in history.

18 Read this sentence.

The Sierra Nevada to the east, Cascade Mountains to the north, and the Sonoran Desert to the south and southeast isolate California from the rest of the continent of North America.

What is the correct way to write the underlined words?

- A the south and southeast isolates California
- B the south and southeast had isolated California
- C the south and southeast has isolated California
- D Leave as is.

From Julius Caesar*By William Shakespeare***ACT II. SCENE II.***Enter DECIUS.*

DECIUS. Caesar, all hail! Good morrow, worthy Caesar!
I come to fetch you to the Senate House.

CAESAR. And you are come in very happy time
To bear my greeting to the senators,
5 And tell them that I will not come today.
Cannot, is false; and that I dare not, falser:
I will not come today. Tell them so, Decius.

CALPURNIA. Say he is sick.

CAESAR. Shall Caesar send a lie?
10 Have I in conquest stretch'd mine arm so far,
To be afeard to tell greybeards the truth?
Decius, go tell them Caesar will not come.

DECIUS. Most mighty Caesar, let me know some cause,
Lest I be laugh'd at when I tell them so.

15 CAESAR. The cause is in my will, I will not come:
That is enough to satisfy the Senate.
But, for your private satisfaction,
Because I love you, I will let you know.
Calpurnia here, my wife, stays me at home:
20 She dreamt tonight she saw my statue,
Which, like a fountain with an hundred spouts,
Did run pure blood; and many lusty Romans
Came smiling and did bathe their hands in it.
And these does she apply for warnings and portents
25 And evils imminent, and on her knee
Hath begg'd that I will stay at home today.

DECIUS. This dream is all amiss interpreted,
It was a vision fair and fortunate.
Your statue spouting blood in many pipes,
30 In which so many smiling Romans bathed,
Signifies that from you great Rome shall suck
Reviving blood, and that great men shall press
For tinctures, stains, relics, and cognizance.
This by Calpurnia's dream is signified.

35 CAESAR. And this way have you well expounded it.
DECIUS. I have, when you have heard what I can say;
And know it now, the Senate have concluded
To give this day a crown to mighty Caesar.
If you shall send them word you will not come,
40 Their minds may change. Besides, it were a mock
Apt to be render'd, for someone to say
"Break up the Senate till another time,
When Caesar's wife shall meet with better dreams."
If Caesar hide himself, shall they not whisper
45 "Lo, Caesar is afraid"?
Pardon me, Caesar, for my dear dear love
To your proceeding bids me tell you this;
And reason to my love is liable.
CAESAR. How foolish do your fears seem now, Calpurnia!
50 I am ashamed I did yield to them.
Give me my robe, for I will go.

19

Read these lines from the passage.

CAESAR. The cause is in my will: I will not come,
That is enough to satisfy the Senate.

What does this excerpt reveal about Caesar's character?

- A He is a proud man who is accustomed to getting what he wants without question.
- B He is easily frustrated and is angry that the Senate is questioning his motives.
- C He thinks the Senators are weak-minded fools who will be satisfied with anything.
- D He hopes that the Senate will give him the crown even if he doesn't come.

20

In lines 39–45, how does Decius finally talk Caesar into going to the Capitol?

- A He tells Caesar not to heed his wife and not to believe her dreams.
- B He explains that Caesar's wife misread the symbolism in her dreams.
- C He warns Caesar by saying that the Senate will laugh at his reliance on his wife.
- D He uses Caesar's pride against him by saying the Senate will think he's a coward.

21 One indication that this excerpt was *not* written by a modern playwright is

- A the theme that power can corrupt, which is irrelevant today.
- B the language used in the dialogues, which is Early Modern English.
- C the presence of Julius Caesar and the Roman Senate in the plot.
- D the fact that the characters believe in the symbolism of dreams.

22 Read lines 36–40. What is the meaning of the phrase “to give this day a crown to mighty Caesar”?

- A The day will be a happy one for Caesar.
- B The Senate will deal a blow to Caesar.
- C The Senate will make Caesar king of Rome.
- D The Senate will give money to Caesar.

23 Reread these lines from the passage.

Calpurnia here, my wife, stays
me at home:
She dreamt tonight she saw my
statue,
Which, like a fountain with an
hundred spouts,
Did run pure blood; and many
lusty Romans
Came smiling and did bathe their
hands in it.

The image invoked in these lines of Caesar’s statue running red with blood creates a mood of

- A joy.
- B rapture.
- C outrage.
- D foreboding.